**Foreign Language**

**Daily Lesson Plan Template**

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| **Name** | **Yao Huang** | **Date** |  |
| **Class/level** | **Level 2** | **Unit/Theme** | **Global Challenges** |

**This lesson addresses (check those that apply):**

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|  | Vocabulary Development | **×** | Interpretive Mode – Listening or Reading |
|  | Language Structure/Grammar |  | Interpersonal Mode - Speaking |
|  | Culture Concept |  | Presentational Mode – Speaking or Writing |

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| **Functional Language Goal(s):** | • Students will be able to read a short passage in a target newspaper. |
| • Students will be able to say disposable carryout bag, cents, a retail merchant, customer, furnish, offer reusable carryout bags, and the fees for.. in Chinese. |

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|  | **Procedures** | | **Mode** | **Time**  How much time will you spend throughout the class, if not all at one time? | **Materials/**  **Resources/**  **Technology**  Be specific. What publisher produced materials will you use? What materials will you develop? What materials will you bring in from other sources? |
| **What will you do as the teacher?** | **What will students do?** |
| **Anticipatory Set** -  get students’ attention, state objectives, warm-up connected to lesson goals | The teacher gives each student a copy of the short information from the local Chinese Newspaper. | Students are asked to circle the words and sentences they know from that short information. | interpretive | 5 min | A set of pictures, from baidu.com |
| **Providing Input** - engaging learners, teaching new concepts | • The teacher leads an activity called Act it Out. The teacher asks students to stand in a circle and leads students to act out several important facts and phrases in the reading while learning new words and phrases with movements, gestures and authentic objects during the activity. | Students stand in a circle holding the vocabulary list with them to act out the words and phrases with their teacher. | interpretive | 15min | PowerPoint that shows the vocabulary and phrases when the teacher explain them with movements, gestures and authentic objects during the activity. |
| **Guided Participation** – student output leading to meaningful interaction | • The teacher will circle around in the classroom to help students.  • When they finish the reading, the teacher asks volunteers to explain what their visual representations are about. | Students read the reading individually. When they finish, they draw a visual representation of what they have read from that short information. | interpretive | 10min |  |
| **Application** – appropriately scaffolded leading to independent communication | The teacher will use cards to randomly choose a student in each group to share their answers. | Students work as a group to discuss and choose 3 - 5 words that they believe are the most important words based on evidence in the text. And then, explain why they chose these words. | Interpersonal  presentational | 10min | Cards. |
| **Providing Input** - engaging learners, teaching new concepts | *if applicable\** |  |  |  |  |
| **Guided Participation** – student output leading to  meaningful interaction | *if applicable\** |  |  |  |  |
| **Application** – appropriately scaffolded leading to independent communication | *if applicable\** |  |  |  |  |
| **Closure / Summative** **Assessment** – knowing that each student met the lesson goals | • The teacher will act out the new words and phrases and present the authentic objects again to ask students to write down the pinyin and English meaning of each word and phrase. | Students write down the pinyin and English meaning of each word and phrase right after the teacher’s acting on their own white board and hold it highly to show to teacher. | interpretive | 5 min |  |
| **Extension Activities** –  homework, projects, etc, meaningful application of language goals |  | Make flash cards of these new words from vocabulary list. |  |  |  |

\*Providing Input, Guided Participation, Application – These 3 will be repeated as a cycle as often as necessary during a class. Brain research suggests that this cycle matches the attention span of the learner and would not exceed 20 minutes. A 50-minute class would have 2 such cycles. A 90-minute block class would have 4.

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| **Comment on how this lesson connects to the 5C’s. How does this lesson integrate language, culture and content?**  **ACTFL 2c, 4b, 4c** **Culture Content** – Perspectives, Practices, Products:  **ACTFL 2c, 4b**  **Connections** to other content areas: |
| **Communication**: Students work as a group to discuss and choose 3 - 5 words that they believe are the most important words based on evidence in the text. And then, explain why they chose these words.  **Connection**: Arts. Students are asked to draw a visual representation of what they have read.  **Culture**: Students are asked to read an article in Indianapolis Chinese newspaper. They will understand that Chinese perspectives and actions towards environmental protection. |